

## Forest Acres Elementary

401 McAlister Road  
Easley, South Carolina 29642

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	623 Students	
<b>Principal</b>	Betty Randolph	864-855-7865
<b>Superintendent</b>	Dr. Mendel H. Stewart	864-855-8150
<b>Board Chair</b>	Mrs. Shirley Jones	864-855-1459

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	18	1	1	0

### IMPROVEMENT RATING

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Excellent	Excellent	Yes
<b>2005</b>	Excellent	Excellent	Yes

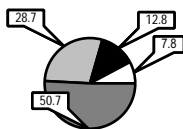
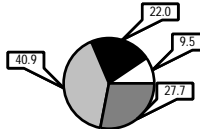
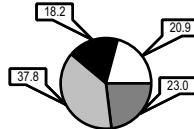
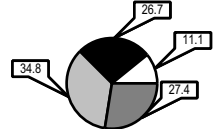
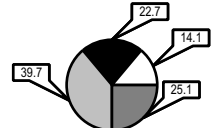
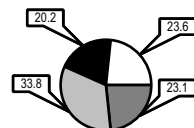
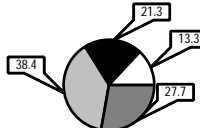
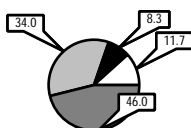
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	305	99.7	7.5	28.8	50.8	12.9	73.2	Yes	Yes
<b>Gender</b>									
Male	154	100.0	6.0	35.3	47.3	11.3	70.0		
Female	151	99.3	9.0	22.1	54.5	14.5	76.6		
<b>Racial/Ethnic Group</b>									
White	272	99.6	6.4	27.2	52.5	14.0	75.5	Yes	Yes
African American	24	100.0	19.0	52.4	28.6	0.0	42.9	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	270	99.6	3.1	26.0	56.9	14.1	80.2		
Disabled	35	100.0	42.4	51.5	3.0	3.0	18.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	305	99.7	7.5	28.8	50.8	12.9	73.2		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	99.7	7.5	28.9	50.7	12.9	73.1		
<b>Socio-Economic Status</b>									
Subsidized meals	78	98.7	15.3	40.3	41.7	2.8	51.4	Yes	Yes
Full-pay meals	227	100.0	4.9	25.1	53.8	16.1	80.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	305	100.0	9.5	40.9	27.7	22.0	69.9	Yes	Yes
<b>Gender</b>									
Male	154	100.0	8.0	38.7	28.7	24.7	72.7		
Female	151	100.0	11.0	43.2	26.7	19.2	67.1		
<b>Racial/Ethnic Group</b>									
White	272	100.0	7.9	39.8	28.6	23.7	72.9	Yes	Yes
African American	24	100.0	23.8	52.4	14.3	9.5	42.9	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	270	100.0	3.8	43.0	29.7	23.6	76.0		
Disabled	35	100.0	54.5	24.2	12.1	9.1	21.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	305	100.0	9.5	40.9	27.7	22.0	69.9		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	100.0	9.5	41.0	27.5	22.0	69.8		
<b>Socio-Economic Status</b>									
Subsidized meals	78	100.0	24.7	52.1	15.1	8.2	43.8	Yes	Yes
Full-pay meals	227	100.0	4.5	37.2	31.8	26.5	78.5		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	305	100.0	20.9	37.8	23.0	18.2	41.2
<b>Gender</b>							
Male	154	100.0	15.3	44.0	23.3	17.3	40.7
Female	151	100.0	26.7	31.5	22.6	19.2	41.8
<b>Racial/Ethnic Group</b>							
White	272	100.0	19.2	38.0	23.7	19.2	42.9
African American	24	100.0	33.3	42.9	14.3	9.5	23.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	270	100.0	15.2	39.5	25.9	19.4	45.2
Disabled	35	100.0	66.7	24.2	0.0	9.1	9.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	100.0	20.9	37.8	23.0	18.2	41.2
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	100.0	21.0	38.0	22.7	18.3	41.0
<b>Socio-Economic Status</b>							
Subsidized meals	78	100.0	37.0	38.4	20.5	4.1	24.7
Full-pay meals	227	100.0	15.7	37.7	23.8	22.9	46.6

<b>Social Studies</b>							
All Students	305	100.0	11.1	34.8	27.4	26.7	54.1
<b>Gender</b>							
Male	154	100.0	10.7	35.3	28.0	26.0	54.0
Female	151	100.0	11.6	34.2	26.7	27.4	54.1
<b>Racial/Ethnic Group</b>							
White	272	100.0	10.5	34.2	28.6	26.7	55.3
African American	24	100.0	19.0	42.9	23.8	14.3	38.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	270	100.0	6.8	34.6	29.7	28.9	58.6
Disabled	35	100.0	45.5	36.4	9.1	9.1	18.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	100.0	11.1	34.8	27.4	26.7	54.1
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	100.0	11.2	34.9	27.5	26.4	53.9
<b>Socio-Economic Status</b>							
Subsidized meals	78	100.0	23.3	47.9	16.4	12.3	28.8
Full-pay meals	227	100.0	7.2	30.5	30.9	31.4	62.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	90	100.0	5.7	22.7	47.7	23.9	71.6
	4	93	100.0	18.3	31.2	48.4	2.2	50.5
	5	110	99.1	4.6	31.5	56.5	7.4	63.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	99.0	3.0	20.2	53.5	23.2	76.8
	4	105	100.0	8.8	33.3	49.0	8.8	57.8
	5	96	100.0	10.6	33.0	50.0	6.4	56.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	90	100.0	9.1	40.9	29.5	20.5	50.0
	4	93	100.0	14.0	36.6	28.0	21.5	49.5
	5	110	100.0	7.3	31.2	25.7	35.8	61.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	100.0	4.0	49.0	34.0	13.0	47.0
	4	105	100.0	11.8	39.2	28.4	20.6	49.0
	5	96	100.0	12.8	34.0	20.2	33.0	53.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	104	100.0	20.0	46.0	29.0	5.0	34.0
	4	105	100.0	23.5	38.2	20.6	17.6	38.2
	5	96	100.0	19.1	28.7	19.1	33.0	52.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	104	100.0	5.0	37.0	29.0	29.0	58.0
	4	105	100.0	13.7	42.2	26.5	17.6	44.1
	5	96	100.0	14.9	24.5	26.6	34.0	60.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 623)</b>				
First graders who attended full-day kindergarten	97.1%	Down from 99.0%	100.0%	100.0%
Retention rate	1.6%	Down from 2.5%	1.6%	3.0%
Attendance rate	97.3%	Down from 97.6%	96.8%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.6%	Down from 6.2%	2.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	Down from 5.5%	1.7%	3.2%
Eligible for gifted and talented	22.2%	Down from 25.9%	25.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.9%	Down from 6.6%	6.7%	8.2%
Older than usual for grade	0.5%	Down from 0.7%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 36)</b>				
Teachers with advanced degrees	41.7%	Down from 48.6%	53.7%	52.6%
Continuing contract teachers	80.6%	Down from 94.6%	84.8%	83.3%
Highly qualified teachers	97.1%	Down from 100.0%	93.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.5%	Down from 92.6%	88.3%	87.0%
Teacher attendance rate	97.1%	Up from 95.9%	95.3%	95.0%
Average teacher salary	\$40,605	Down 2.5%	\$43,129	\$41,703
Prof. development days/teacher	12.1 days	Down from 15.5 days	12.0 days	12.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	N/R	19.8 to 1	18.8 to 1
Prime instructional time	93.5%	Up from 92.5%	91.1%	89.8%
Dollars spent per pupil*	\$5,446	Up 4.7%	\$5,779	\$6,242
Percent of expenditures for teacher salaries*	62.3%	Down from 64.9%	67.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Forest Acres is a high achieving student-centered elementary school built on skilled and caring teachers, a committed administration, and a community of active and supportive parents. High student achievement at Forest Acres Elementary is traditional.

School-wide and school/community communications are a continuing focus. Our school Web site, weekly classroom newsletters, and a monthly school newsletter are communication elements in our school plan. This year, Forest Acres Elementary School received the Red Carpet Award for excellent school customer service. This award serves as evidence of the strength of our school, parent, and community partnership in providing the best education possible for every student.

Safety and maintenance concerns are a high priority. Forest Acres has a full-time nurse to address student health and accident concerns. All students have been trained in safety issues and we have updated our visitor screening procedures. Safety and security plans remain under constant review.

This year a broader focus was placed on Character Education with an emphasis on assisting students in developing an ability to recognize positive character traits in themselves and others. A different positive character trait was used each month. Classroom teachers used a variety of methods to incorporate the character trait into lessons and activities.

Forest Acres Elementary School provides extended day activities through an After School Care program, and after-school tutoring. A weeklong program of visiting artists enriches our curriculum and exposes all of our students to a variety of art forms. The Student Council sponsored an Angel Tree project as service to the community. Students raised funds for the American Heart Association by participating in Jump Rope for Heart. The Forest Acres PTA funded our Arts Week and also raised the funds for our new Achieve Now play station lab and science lab equipment. Our Fall Festival, Spring 5K Run, and Community Health Fair were well attended.

Our school campus now boasts a beautiful courtyard area complete with a water garden, an arbor, and benches. This adds one more opportunity for environmental investigation and/or reading and reflection.

A new Code of Conduct was developed and will be implemented for the 2005-06 School Year. The School Improvement Council, teachers, and the PTA had input. The School Improvement Council also conducted a survey of discipline, safety, and traffic at the school. Parents strongly voiced their approval of the school in all areas.

Jon Humphrey, School Improvement Committee Chairman  
Betty Randolph, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	33	91	53
<b>Percent satisfied with learning environment</b>	87.5%	94.5%	96.2%
<b>Percent satisfied with social and physical environment</b>	93.8%	95.6%	98.1%
<b>Percent satisfied with school-home relations</b>	100.0%	94.5%	84.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.